

## Stage 3 - Plan Learning Experiences and Instruction

\_ How are you using technology as a teacher? How are your students using technology?

\_ .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(**H**) .2 Engage (**Hook**)

(**E**) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(**R**) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(**E**) .5 Formative Assessment - **Pre-Assessment:** (note:lesson 1 only), **Checking for Understanding:** and **Timely Feedback:** (**Evaluate**)

(**T**) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(**O**) .7 Students will be able to ..., (Insert Facet Name) **Product:** Type II Technology, **Number of Days:** (**Organize**)

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## Lesson 1

Consider the W.H.E.R.E.T.O. elements. (**L**)

(**W**)1.1 Students will understand that performing various narratives will help them better understand narratives in general, and hence help them better understand how to approach stories when writing and reading them. (**Where**) *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* (**What**) Narratives are the words that people use to represent themselves most often, so through understanding narratives, we better understand other people. (**Why**)

(**H**) 1.2 How many types of books or movies can you name? I will write them on the board. (**Hook**)

(**E**) 1.3 Students will know that the different types of stories that they've grown up with, are considered types of "narratives", and that the formulas we found in them (boy meets girl, boy loses girl, boy gets girl back, etc.) are the same that we can apply to our stories to give it a "plot". (**Equip**), Garden Gate:



from his or her past. **(Equip)** Timeline: Students will list write "Present" on the end of the timeline, and then will be asked to write four significant things that happened to or were experienced by their character in the past. They will label the events and give a short explanation of the event or experience. Altered Gallery Walk: The students will display their timelines around the room by leaving them at their seats, and everyone will be invited to walk around the room and look at everyone's timelines to see what everyone else found to be relevant to their characters. Although they will not be allowed to directly duplicate their friends experiences, they will be given the opportunity to change their events afterwards in case any of their peers ideas sparked their own original new ideas. **(Explore)** Students will go on tiki-toki.com after the gallery walk, where they will put their events in order on the digital timeline. Students will be doing this by themselves, and will not only be given the choice to change some of their events at this point but also to add more than the five on their paper to the digital timeline if they wish to. **(Experience)**

**(R)** 2.4 I will use "Flag It" to help the students make-up events, write the ideas on five stickynotes, and then decide which order they will go in. In sticky-note form they are easily moved around a desk. From there they will put the ideas on a paper timeline in the decided order, and then they will again use the same events (unless they decide to alter them or get rid of an event altogether), or some new ones to make up the new digital timeline on tiki-toki. **(Rethink)** Students will self-asses their original timelines on paper to determine if they want to make it more intricate. A teacher will later use a rubric to decide if the students events and ideas are complex enough to create or base a character from. **(Revise / Refine)**

**(E)** 2.5 **Formative assessment — Checking for understanding:** Flag It **Timely Feed Back:** Teacher, Student.

**(T)** 2.6

(Tailors):

- **Logic:** When the students write down the events, they will have to decide which order they make the most sense in. For instance, if they have it planned that the character had a terrible life until something wonderful happened, then they will have to plan that accordingly.
- **Visual:** By writing the events out in three different formats (sticky notes, graphic organizer, tiki-toki timeline) the visual learners can better conceptualize their ideas and their order.
- **Kinesthetic:** Physically moving the stickie notes around, followed by the gallery walk will allow movement in the classroom.
- **Musical:** A classical song will be played during the gallery walk, as though they are in a fancy art gallery, and when the song is over they will carefully walk back to their desks.
- **Interpersonal:** If a student is having a difficult time setting up their tiki-toki timeline it will suggested that they ask the person sitting next to them for some help. Interpersonal people tend to be more open to asking for help, as well as to give it.
- **Intrapersonal:** A student will be comparing their ideas to others while they go around the classroom during the gallery walk. They may see someone has chosen a very far-fetched concept for an event, and the interpersonal student will have the chance to evaluate their timeline in comparison and decide if they would like to change it to mirror an idea they saw in another classmate's work.

**(O)** 2.7 Students will be able to show a well-structured sequence and event understanding and view-point through the use of a timeline. **(Explanation) Product:** ticki-taki **Days:** 2

## Lesson 3

Consider the W.H.E.R.E.T.O. elements. **(L)**

**(W)**3.1 Students will understand that being able to distinguish between details and larger story items will allow them to focus more on what is most important. **(Where)**,

*Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* **(What)**

Being able to distinguish least and most important will allow students to learn to prioritize, which is an organizational skill they will use when it comes to homework, deciding what to buy and not buy on a tight budget, figuring out what they can and cannot have at their weddings, etc. etc. **(Why)**

**(H)**3.2 Show example video. **(Hook)**

**(E)** 3.3 Students will know that deciding which parts of the story are most and least important will give them a better organized plan for how to approach each of the parts, putting more of an emphasis on the important parts in comparison to the larger ones. **(Equip)** Inverted Triangle: Students will think of the seven most important things about their story, place the most important information about their stories at the very top of the triangle and the less-important information at the bottom. Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions about the events they have chosen and the order they have decided to put them in. During the second step partners reverse the roles. By having to explain why they chose these parts of the story and put them in that order, they will have to truly evaluate their reasons for their characters actions. **(Explore)** Students will choose a partner to film a one-take Youtube video where they explain the largest parts of their story while doing something or being somewhere that represents "largeness". As they get down to the smaller descriptive, they will show a "smallness" in their videos.

**(Experience)**

**(R)** 3.4 I will show the class an "example" of this kind of video and a "non-example" so that they can visually understand what I am looking for in the video. **(Rethink)** The teacher will score the video from based on a checklist given to students before the project began. **(Revise / Refine)**

**(E)** 3.5 **Formative assessment — Checking for understanding:** Example / Non-Example **Timely Feed Back:** Teacher, Student.

**(T)** 3.6

(Tailors):

- **Verbal:** Students will be writing the order in which they are going to discuss their events or ideas in the graphic organizer, which they can use as reference to keep their Youtube video organized.

- **Logic:** Students will be bringing order or organizing their ideas from largest to smallest so that they know which aspects of the story are most important to focus on, so that they don't spend too much time on something that simply isn't as important as others.

- **Visual:** Students will be learning how to change perspectives with camera angles, or with the use of objects, to match what they are trying to portray in the story.

- **Kinesthetic:** To portray largeness and smallness students will have to move around the room (or outside), whether it is through standing on something and eventually crouching, or simply walking down stairs. They will be moving their bodies to show how important their parts of the story are.

- **Interpersonal:** The students will have to work in pairs to complete these tasks, and communication between the two parties will be necessary in order to create the video correctly.

- **Naturalist:** Students will be allowed to film these projects outdoors and utilize the large and small things just outside our window.

**(O)** 3.7 Students will be able to describe descriptive details alongside bigger parts in the story and determine which are parts of the story are most and least important. **(Self-Knowledge) Product:**

Un-edited Youtube Video **Days:** 2-3 days

## Lesson 4

### Consider the W.H.E.R.E.T.O. elements. (L)

(W)4.1 Students will understand that being able to comprehend other's stories, and write out their actions, will allow them to view other's personalities, and hence see more clearly how they feel in different situations. **(Where)**, *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* **(What)** Imagining experiences is something students will always use to empathize with people and better understand world events. **(Why)**

(H)4.2 Show examples of comic strips of famous books, movies, or current events. **(Hook)**

(E) 4.3 Students will know that while the script is a very large part of this project, they will need to be able to convey their ideas to people's eyes as well, and that being able to stimulate both will change how they and others understand the story. **(Equip) (Explore)** Flowchart: Think, Pair, Share: **(Experience)**

(R) 4.4 The students will use "Quick Writes" to swiftly jot down the ideas or an outline in words or pictures of what they want to put in the comic in eight minutes. **(Rethink)** The teacher will grade the comic based on a rubric explained and posted on her website (which the students have access to) beforehand. **(Revise / Refine)**

(E) 4.5 **Formative assessment — Checking for understanding:** Quick Writes **Timely Feed Back:** Teacher, Student.

(T) 4.6

(Tailors):

- **Verbal:** The comics will feature dialogue, just in a new and interesting way. Whether it's in captions, thought bubbles, or word bubbles, the way they're setting up the text will allow them to re-evaluate their words and see them in a new light.
  - **Visual:** The comic book will allow students to get a first real glance into what they have been writing. It's the first time that people are actually portraying what they have written in their scripts.
  - **Kinesthetic:** Students may pose for pictures to be used in the comic to represent the characters in their story.
  - **Musical:** Allow students to listen to music with their headphones on, while they are working in the part they work on alone.
  - **Interpersonal:** In the "think, pair share" portion they will get to discuss their pieces with other students to see what they think, explain their own feelings toward the story, and ask questions of each other.
  - **Intrapersonal:** Students will be given the option to just take pictures off of the internet instead of posing for them, or asking others to, in case they'd prefer to just sit and work quietly.
- (O)4.7 Students will be able to imagine experiences and events through a narrative lens using a comic-book style learning device. **(Perspective) Product:** Comic Life **Days:** 2-3

## Lesson 5

### Consider the W.H.E.R.E.T.O. elements. (L)

(W)5.1 Students will understand that writing in a diary format is the truest form of expressing oneself, as you are not hiding anything. Through writing the diary they will be seeing most clearly how the character in their story truly feels, not simply what, or more deeply than what, is portrayed in the script. They will

be able to jump far into the character's psyche. **(Where)**, *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* **(What)** Being able to compare your lives others teachers perspective, which not only teaches empathy, but also helps you learn to better interact with people as you try to understand their situations.

**(Why)**

**(H)** 5.2 Read Robert Frosts' "The Road Not Taken" Poem **(Hook)**

**(E)** 5.3 Students will know how to set-up a blog, and how to use it in a way which helps them better understand their characters, and being able to express the inner thoughts of them will help them better understand, and hence write them. **(Equip)** **(Explore)** Sandwich: Thinkpad Brainstorming: **(Experience)**

**(R)** 5.4 On the first day of using the blogs, students will use an "exit ticket" to show that they have made their blog, and can be allowed to leave the classroom. The exit ticket will be a slip of paper with their blog's url on it. **(Rethink)** The teacher will grade their diary / blog post on amount of deep content as well as spelling and grammar. If there is a picture, points will be added automatically, but if I student does not have one, points will not be subtracted. **(Revise / Refine)**

**(E)** 5.5 **Formative assessment — Checking for understanding:** Exit Ticket **Timely Feed Back:**

Teacher, Student.

**(T)** 5.6

(Tailors):

- **Verbal:** Students will have to be aware of the fact that the character will write similarly to how they speak, though obviously in a more monologue-like format in the diary entry. A consistent voice here is important to properly portray the idea of a real diary where a character can turn to for comfort.
  - **Logic:** Setting up the blog will involve some prior knowledge of computers, and if they wish, they may use the html features that blogger.com offers.
  - **Visual:** Students will have the option to insert either a "drawing" done by the character, or "picture" of the character or involving the character to go along with their diary entry.
  - **Kinesthetic:**
  - **Musical:** Students will be encouraged to insert lyrics from the time period into the blog entry as something the character heard, a song that reminds the character of another character, etc, and will have the option to embed the song somewhere in the entry.
  - **Interpersonal:** I will allow students to take pictures of themselves portraying someone the entry is talking about. If they wish to have others in the photograph they may ask their peers to join them in a shot.
  - **Intrapersonal:** In order to write in a diary-format, students will have to draw on their past experiences with diaries or journals. Whether it is because they kept one themselves, or simply saw it portrayed in the media, they will be using those examples as a model for their character's entries.
- (O)** 5.7 Students will be able to empathize with others lives, and compare them to their own by writing a diary entry from the viewpoint of their main character. **(Empathy)** **Product:** Blog **Days:** 3-4

## Lesson 6

**Consider the W.H.E.R.E.T.O. elements. (L)**

**(W)** 6.1 Students will understand that media can match and sometimes even heighten feelings conveyed in scenes. **(Where)**, *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* **(What)** Learning to integrate

media into their original media will allow them to see their pieces as valid and deserving of other's ideas to be attached to it. **(Why)**

**(H)**6.2 Play "My Heart Will Go On", explain it's meaning and show scene from Titanic if possible.

**(Hook)**

**(E)** 6.3 Students will know how to incorporate new media into their original pieces, and see how it changes and sometimes enhances the products. **(Equip)** **(Explore)** Idea Wheel: Team Pair Solo::

**(Experience)**

**(R)** 6.4 Students will complete the 4321 scoring sheet after the first day of working with Garageband. The sheet will list numbers 1-4 and the students will be asked to circle how comfortable they were working with the project and program. 1 is "pretty uncomfortable", 2 is "almost comfortable", 3 is "comfortable", and 4 is "very comfortable". If only a couple of students hand me lower numbers I may work with them in small groups or one-on-one, but if many people feel uncomfortable, I will do a group tutorial and answer questions. **(Rethink)** The teacher will grade the songs message or tone in comparison to what the written scene is meaning to convey. **(Revise / Refine)**

**(E)** 6.5 **Formative assessment — Checking for understanding:** 4321 Scoring Scale **Timely Feed**

**Back:** Teacher, Student,

**(T)** 6.6

(Tailors):

- **Verbal:** I will suggest that students thoroughly examine the lyrics of the songs, and give the option to google certain words or phrases followed by the word "lyrics" to find a song that they feel fits the story.

- **Logic:** Students will need to realize that maybe a rock song wouldn't be appropriate to play during a dinner scene or the introduction of a baby to the story, but instead that tone needs to be matching in both story and musical form.

- **Visual:** Students will be encouraged to picture or visualize the scene in their minds so that they can better choose a song for it.

- **Musical:** Songs are the main feature of this lesson, so musical students will be able to dip into their musical library for songs, and will be able to flex the muscle of musical emotion that they have.

- **Intrapersonal:** Students will be diving into their understanding of past moments they've experienced to feel-out the tone of the scene they've written.

**(O)**6.7 Students will be able to determine which scenes are most important in their story, and what kind of mood the scenes invoke, so that they can narrate it through song.

(Interpretation) **Product:** Garageband **Days:** 2-3

2004 ASCD and Grant Wiggins and Jay McTighe